

English sample Early Stage 1 scope and sequence

Term 1 Unit/Topic	Responding to literature – Discussing personal experiences and learning to express themselves	
Duration	Term 1 (1–10 weeks) 6–10 total hours each week	
Outcomes	ENe-4A, ENe-8B, ENe-11D, ENe-12E	
5–8 hours each week with a focus on:	<ul style="list-style-type: none"> Modelled and shared reading and viewing of different types of texts Skills and strategies for reading, viewing and comprehension Composing simple texts and expressing themselves Handwriting 	Types of texts A variety of texts, including picture books and animations, for example <i>Alfie Gets In First</i> by Shirley Hughes, <i>Belinda</i> by Pamela Allen, <i>I'm Not Scared</i> by Jonathan Allen, <i>I'm the Best</i> by Lucy Cousins and <i>Invisible Me</i> by Wendy Binks. A range of spoken texts, print texts, visual texts and other types of texts will also be used, as appropriate, throughout the term.
1–2 hours each week with a focus on:	Guided/modelled reading and spelling activities	
Term 2 Unit/Topic	This is me! – Identity – what makes people similar and different and how does this affect their behaviour and feelings?	
Duration	Term 2 (1–10 weeks) 6–10 hours total each week	
Outcomes	ENe-1A, ENe-2A, ENe-3A, ENe-4A, ENe-5A, ENe-8B, ENe-10C, ENe-11D, ENe-12E	
5–8 hours each week with a focus on:	<ul style="list-style-type: none"> Discussion and role-play Shared and modelled reading Building skills and knowledge in grammar, punctuation and vocabulary Handwriting and using digital technologies Composing informative, imaginative and persuasive texts 	Types of texts Spoken texts, print texts, visual texts, media, multimedia and digital texts. <i>Big Words for Little People</i> by Jamie Lee Curtis, <i>Rosie's Walk</i> by Pat Hutchins, <i>Where the Wild Things Are</i> by Maurice Sendak. A range of other texts will also be used, as appropriate, throughout the term.
1–2 hours each week with a focus on:	Guided/modelled reading, spelling and comprehension activities	
Term 3 Unit/Topic	Personal and family histories – Family history and the history of others explored through a variety of texts, including digital, visual, picture, and multimodal books	
Duration	Term 3 (1–10 weeks) 6–10 hours each week	
Outcomes	ENe-1A, ENe-2A, ENe-3A, ENe-4A, ENe-5A, ENe-6B, ENe-7B, ENe-8B, ENe-10C, ENe-11D, ENe-12E	
5–8 hours each week with a focus on:	<ul style="list-style-type: none"> Shared and modelled reading to develop an appreciation of narrative Responding to texts from a range of cultures Composing simple texts to express themselves Handwriting and using digital technologies 	Types of texts Spoken texts, print texts, visual texts, media, multimedia and digital texts. <i>Stradbroke Dreamtime</i> by Oodgeroo Noonuccal, <i>From Little Things Big Things Grow</i> by Paul Kelly, <i>Tom Tom</i> by Rosemary Sullivan. A range of other texts will also be used, as appropriate, throughout the term.
1–2 hours each week with a focus on:	Guided/modelled reading, spelling and comprehension activities	
Term 4 Unit/Topic	Whatever the weather – An exploration of the weather, daily and seasonal changes and their effect on people and other living things	
Duration	Term 4 (1–10 weeks)	
Outcomes	ENe-1A, ENe-2A, ENe-3A, ENe-4A, ENe-5A, ENe-6B, ENe-7B, ENe-8B, ENe-9B, ENe-10C, ENe-11D, ENe-12E	
5–8 hours each week with a focus on:	<ul style="list-style-type: none"> Shared reading, writing, speaking and listening Informative and imaginative texts Grammar, punctuation and vocabulary, including rhyme and repetition Responding to and composing imaginative texts Handwriting and using digital technologies 	Types of texts Spoken texts, print texts, visual texts, media, multimedia and digital texts. <i>And Red Galoshes</i> by Glenda Millard, <i>Commotion in the Ocean</i> by Giles Andreae. A range of other texts will also be used, as appropriate, throughout the term.
1–2 hours each week with a focus on:	Guided/modelled reading, spelling and comprehension activities	